DOCUMENT RESUME

ED 278 194 EC 191 750

AUTHOR Norlander, Kay; And Others
TITLE The University of Connecticut Program for Learning Disabled College Students. Final Report.
INSTITUTION Connecticut Univ., Storrs.
PUB DATE Jun 86
NOTE 93p.; Funded through Connecticut State Legislature Act 84-49.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS College Students; Computer Uses in Education; Demonstration Programs; Faculty Development; Higher Education; *Learning Disabilities; Referral; *Student Evaluation; *Student Personnel Services
IDENTIFIERS University of Connecticut

ABSTRACT

The document provides the final report of a two-year effort to develop a model program of services for learning disabled (LD) students in a university setting in the state of Connecticut. Program development and service delivery goals are charted along with evaluation procedures and projected timelines include the following objectives: to develop referral procedures and format; to develop a model psychoeducational report format; to develop a network of support services (writing, math, counseling, speech, language, and vocational); to provide inservice training for faculty who instruct learning disabled students; to identify software and procedures for effectively using micro and mainframe computers to provide services; and to provide training to staff of other state institutions of higher education on serving LD college students. Approximately 35 students received direct services the first year and 50 the second year. All objectives were met in whole or in part except the acquisition of adequate physical space. Recommendations for the program's future development include obtaining adequate space, encouraging the student support group, and initiating further faculty inservice training. Appendixes include a sample form for developing the individual university educational plan, admissions guidelines, forms specific to the program, description of the core battery of evaluation instruments, and the program brochure. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED278194

THE UNIVERSITY OF CONNECTICUT

PROGRAM FOR LEARNING DISABLED COLLEGE STUDENTS

F I N A L R E P O R T

Kay Norlander, Ph.D.
Program Coordinator

Ania Czajkowski, M.A.
Learning Disability Specialist

Stan Shaw, Ed.D.
Program Director

June 1986

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Kay Norlander
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Pilot Project Funded through Connecticut State Legislature Act 84-49.

EC 19750

BEST COPY AVAILABLE

TABLE OF CONTENTS

	PAGE
LIST OF FIGURES AND TABLES	i
LIST OF APPENDICIES	ii
ACKNOWLEDGEMENTS	iii
INTRODUCTION	1
PROGRAM GOALS AND OBJECTIVES	1
EVALUATION OF PROGRAM OBJECTIVES	6
Admission Policy	6
Referral Procedures and Services	8
Evaluation Procedures	8
Individual Student Assessment	8
Group Profile Analysis	15
Program Implementation	19
Program Planning	19
Support Services/Direct Instructional Services	22
Additional Support Services	27
Exam/Test Taking Modifications	27
Dissemination Activities	32
Professional Contacts and Collaborative Efforts	32
Training Activities	33
Papers and Presentations/Invited Workshop Presentations	35
Summary of Research Activities	37
Characteristics of Direct Instructional and Evaluation Staff	38
PROJECT SUMMARY	38
First Year Summary	38
Second Year Summary	43
FUTURE DIRECTIONS	46
REFERENCES	50
APPENDICIES	51

LIST OF FIGURES

		PAGE
1	Program Development	3
2	Overview of Assessment and Planning Procedures	11
3	Suggested Assessment Battery for LD College Students	13
4	Report Format	18
5	Sample Goals and Objectives	23

LIST OF TABLES

1	Referral Source and Number	9
2	Psychoeducational Test Profile	16
3	Evaluation Services	17
4	Mean WAIS-R and BLT IQ Scores	20
5	Percentile Ranks: Stanford Achievement Test.	21
6	Direct Instructional Services for Fall 1985	25
7	Direct Instructional Services for Spring 1986	26
8	Group Services	28
9	Breakdown of Exam Modifications: Fall 1984/Spring 1985	29
10	Breakdown of Exam Modifications: Fall 1985	30
11	Breakdown of Exam Modifications: Spring 1986	31
12	Consultation Services	34
13	Breakdown of Direct Instructional and Evaluation Staff for 1984/85 and 1985/86	39
14	Summary of Services 1984/85	42
15	Spring 1986 Grade Distribution	45
16	Summary of Services 1985/86	46

APPENDICIES

A Individual University Educational Plan

B Admissions Guidelines

C UPLD Forms

D Descriptions of Core Battery

E Program Brochure

ACKNOWLEDGMENTS

The UConn Program for the Learning Disabled College Student has been the product of the efforts of many outstanding professionals. It is a pleasure to acknowledge our indebtedness to all who participated in its development and implementation. We wish to express special thanks to the members of our staff: Terri Beck, Jane Byron, Anthony Paolitto, Lori Cordier, Helen Apthorp, John Perch, and Carrol Waite.

The contributions of Merle Harris (Assistant Commissioner of Higher Education), Representative Naomi Cohen (Education Committee), Frank Ardaiolo (Dean of Students), John Vlandis and John Kolano (Admissions), Mark Shibles (Dean, School of Education), A.J. Pappanikou (Director, Special Education Center), Richard Bloomer (Coordinator, School Psychology), Rita Pollack (Disabled Student Services), Jane Jarrow and Lydia Block (Association on Handicapped Student Services Programs in Postsecondary Education), Rhona Hartman (Higher Education and the Handicapped) were very helpful and are appreciated.

We want to give special acknowledgment to Joan McGuire for her general technical assistance and support and her extensive involvement with this evaluation report.

Kay Norlander

Ania Czajkowski

Stan Shaw

July, 1986

THE UNIVERSITY OF CONNECTICUT

PROGRAM FOR LEARNING DISABLED COLLEGE STUDENTS

I N T R O D U C T I O N

As students with specific learning disabilities seek, in growing numbers, admission to postsecondary educational settings, colleges and universities must be prepared to provide services to this population. Section 504 of The Rehabilitation Act of 1973 directs postsecondary institutions to not only recruit and admit handicapped students in a nondiscriminatory fashion, but to appropriately address the educational needs of this population. As support services programs for this group of students become available, it is critical that they be developed systematically, keeping in mind both the needs of the learning disabled (LD) student and the administrative and academic concerns of the university or college.

The University of Connecticut's Program for Learning Disabled College Students (UPLD) is designed to complement and supplement existing campus services as well as provide direct services to LD college students. This program was funded as a pilot project through a special State Legislative Act 84-49 and began operation in September, 1984. This report delineates the goals, objectives, and accomplishments of the two year project. Future directions are also suggested.

P R O G R A M G O A L S A N D O B J E C T I V E S

The overall intent of this project was to develop a model program which will effectively provide services to learning disabled students in a university setting, which can be replicated throughout the State of Connecticut. Program goals, therefore, were two-fold and fell into the areas of <u>program development</u> and <u>service delivery</u>.

PROGRAM DEVELOPMENT

Goal: To develop a program to meet the needs of learning disabled students at The University of Connecticut which can serve as a model and be replicated throughout the State of Connecticut.

Objectives: Objectives were addressed over a two-year time period. Figure 1 illustrates the plan for development and implementation of these objectives. It should be noted that while these objectives relate initially to the development of the program, once in place, these objectives will directly affect service delivery.

Insert Figure 1 about here.

SERVICE DELIVERY

Goal: To effectively provide appropriate services to individual students with learning disabilities.

Objectives:

1. To provide each student with an individually tailored, psychoeducational evaluation.
2. To provide each student with a case manager who will help develop, monitor and revise program services.
3. To provide each student with specific recommendations regarding academic courses, programs, and credit load.
4. To provide each student, as needed, with direct instructional support, learning strategies and study skills training and/or content area tutoring.
5. To provide students, when needed, with services to overcome social/emotional/interpersonal limitations which may be

PROGRAM DEVELOPMENT: PLAN FOR THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF PROGRAM OBJECTIVES

PROGRAM OBJECTIVES	EVALUATION PROCEDURES	Fall 1984	Spring 1985	Fall 1985	Spring 1986
1. To develop referral procedures and format.	Review written procedures and forms.	Begin	In Place	Modify If Necessary	
2. To develop procedures and information relative to the intake interview process.	Review written procedures.	Begin	In Place	Modify If Necessary	
3. To develop and implement a model diagnostic battery for LD college students.	Review a list of recommended evaluation instruments. Review completed evaluations.	Begin	In Place	Modify If Necessary	
4. To develop a model psycho-educational report format.	Review of format as well as completed psychoeducational evaluation.	Begin	In Place	Modify If Necessary	
5. To develop an Individualized University Educational Plan format.	Review format as well as individual plans.	Begin	In Place	Modify If Necessary	
6. To develop a multi-disciplinary team approach to determine eligibility and plan a program for LD college students.	Review forms, statements of criteria for eligibility, plans developed for individual students	Begin	In Place	Modify If Necessary	
7. To develop a network of support services (writing, math, counseling, speech, language, and vocational) available to our students. students.	Keep a record of contacts with support services, review this record and the usefulness of these services.	Begin	In Place	Continue	

Figure 1. Program Development

2. PROGRAM DEVELOPMENT: PLAN FOR THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF PROGRAM OBJECTIVES

PROGRAM OBJECTIVES	EVALUATION PROCEDURES	Fall 1984	Spring 1985	Fall 1985	Spring 1986
8. To acquire adequate physical and format.	Check space acquisition. forms.	Begin	In Place		
9. To provide inservice training for faculty at UConn who instruct LD students.	Review documentation and effectiveness of this training. Conduct a study on Attitudes of UConn faculty toward this population.			Begin	
10. To develop a brochure and other written information which can be used to inform students, parents, faculty and administrators about this program.	Review written information.	Begin	In Place	Revise if Necessary	
11. To identify software and procedures for effectively using micro and mainframe computers to service our students.	Record time spent by students using computer facilities. Review purchases of software and/or hardware.	Begin	In Place	Continue Service	
12. To provide a graduate training program which will provide knowledgeable and and experienced personnel to implement LD college programs throughout the State.	Review progress in the development of this training program.			Begin	In Place

3. PROGRAM DEVELOPMENT: PLAN FOR THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF PROGRAM OBJECTIVES

PROGRAM OBJECTIVES	EVALUATION PROCEDURES	Fall 1984	Spring 1985	Fall 1985	Spring 1986
13. To develop positive and systematic procedures for collaborating with UConn Faculty.	Record faculty contacts. Review record.	Begin	In Place	Continue	
14. To provide statewide information on effective programming for LD college students such that state residents, students, and high school counselors are knowledgeable about this service.	Review dissemination efforts.			Begin	In Place
15. To provide training to staff of other state institutions of higher education as to procedures for servicing LD college students.	Review records of contacts and training implemented at other institutions.		Begin	In Place	Continue
16. To identify and pursue areas of research which will supplement this project.	Review research pursued by the staff of this project.		Begin	In Place	Continue

associated with a specific learning disability.

Goal: For students participating in our program to "move away" from our services, becoming independent learners.

Objectives: While these will vary, depending upon student needs, the following may be thought of as "guiding" objectives for students with learning disabilities:

1. For students to understand the strengths and weaknesses they bring to the learning process.
2. For students to become independent learners within the University setting. Each student receiving services from UPLD will have an Individualized Educational Plan which includes the following four components:
   a. LD Planning Team - Meeting Minutes;
   b. Program Recommendations;
   c. University Educational Plan (including specific goals and objectives); and
   d. Program Agreement.

   A complete copy of this plan can be found in Appendix A.

EVALUATION OF PROGRAM OBJECTIVES

ADMISSION POLICIES

Establishing an admissions policy and accompanying procedures was a major first year activity. While not one of UPLD's original program objectives, it became clear early on that this activity was essential. An ad hoc committee was formed and chaired by the Dean of Students. In addition to the Dean of Students, members of this committee included:

1. the Coordinator and Director of UPLD;
2. the Director of Disabled Student Services; and

3. the Director and Assistant Director of Admissions.

Additionally, the Director of Transfer Admissions has met with members of the Admissions Office and the UPLD Coordinator to discuss the policy.

Guidelines for reviewing the applications of learning disabled students were drafted and were reviewed by University Counsel and the University 504 Coordinator/Affirmative Action Officer. The intent of the guidelines is as follows:

1. To maintain the quality and standards established for admission to the University;
2. To provide a means for learning disabled students to present information regarding academic ability and potential to succeed at UConn which does not reflect their disabilities; and
3. To guarantee identified learning disabled students the support of the UConn Program for Learning Disabled College Students (UPLD) following formal admission to the University.

A complete copy of the guidelines as well as a letter sent to prospective candidates can be found in Appendix B.

During the Project's second year, these admissions procedures were implemented. While timelines and communication between the Admissions Office and UPLD might have been more "formalized", the cooperation between these two offices has been superior, thus allowing for successful implementation of these procedures.

Thirty-three (33) students self-identified as learning disabled for Fall 1986 admission. Of those 34, seven have currently been admitted (four applications are still pending).

It should be noted that the text, College and the learning disabled college student: A guide to program selection, development,

and implementation (Mangrum and Strichart, 1984), was extremely useful in establishing the admission policy.

REFERRAL PROCEDURES AND SOURCES

Any student, full-time, part-time, or seeking University admission, may refer him or herself to UPLD. Referral forms (see Appendix C) may be obtained directly from the UPLD Office or through the Office of disabled Student services. All referrals are then sent to the UPLD Program Coordinator who reviews them and schedules an initial (intake) interview. Following the initial interview a Learning Disabilities Specialist (Case Manager) is assigned and the process of identification, diagnosis, and program planning begins. This initial screening process assists the staff in formulating the appropriate evaluative strategy.

Table 1 represents a breakdown of the number of referrals by semester and their source. While a number of sources are found, it is important to note that all referrals must ultimately be self-referrals. The UPLD Program contends that if students are to be fully invested in the services offered by UPLD the referral must be self-initiated.

Insert Table 1 about here.

EVALUATION PROCEDURES

Individual Student Assessment. Critical to the provision of appropriate support services to students with learning disabilities, is the comprehensive delineation of each student's academic and learning strengths and weaknesses. Assessment in the areas of general ability, information processing, reading, writing, spelling

Table 1

Referral Source and Number

SOURCE	FALL 1984	SPRING 1985	Summer 1985/ FALL 1985	SPRING 1986
Self		3	3	2
Family (parents)	1	4	4	
Faculty	2	2	3	4
Administration	1		2	2
Support Staff:				
Disabled Student Services	4	1	2	1
Mental Health	2	1	1	
Center for Academic Programs and/or Athletics	3	1	1	
Closer Look		1	1	
Public and Private Agencies	2			
High School Personnel and Admissions Office				
Admitted Students for 1985/86		7		7 (4 pending)
Non-admitted Students		4		23
Non-matriculating				1
Transfer Admissions		1	1	
Branch Campus		2		1
TOTAL FOR SEMESTER	15	27	19	45
TOTAL FOR 1984/85 ACADEMIC YEAR		42		
TOTAL FOR 1985/86 ACADEMIC YEAR				64

and mathematics as well as study techniques and social/emotional status are included in appropriate combinations for each student. While formal evaluation instruments are employed, diagnostic/prescriptive teaching sessions are critical to the evaluative process.

Mellard and Deshler (1984) note that LD college personnel must address the following questions in order to ensure effective evaluation of LD college students and thereby develop appropriate programs for this population:

a. What attributional features are most appropriate for describing the condition of LD in postsecondary settings?
b. What type of evaluation system is most appropriate to ensure monitoring of the identification system to determine its effectiveness in selecting true LD students/clients?
c. How should intervention models be structured in light of salient identification attributes?
d. How can identification decision making be structured to ensure consistency and fairness across different postsecondary settings? (p. 8 & 9).

In response to these questions, a team approach for identification (evaluation) and program planning was developed and implemented. The first two steps, screening and diagnosis, provide the foundation for UPLD's evaluation process. Figure 2 illustrates this process.

Insert Figure 2 about here.

Initial screening of "potential" learning disabled college

OVERVIEW OF ASSESSMENT AND PLANNING PROCEDURES

STEP I: SCREENING

A. Collection of Referral Information

B. Initial Interview(s) with Program Coordinator

C. Meeting with a Learning Specialist

STEP II: DIAGNOSIS

The diagnostic process has two main purposes, to determine program eligibility and to identify learning strengths and weaknesses for program planning.

A. Evaluation Process:

1. Formal evaluation procedures
2. Diagnostic/prescriptive teaching

B. Report Writing Process:

A team report (Psychoeducational Evaluation) is written, taking into account both formal evaluation and teaching results. The student, as a critical team member, is actively involved in this process.

STEP III: PROGRAM PLANNING

A. University Planning Meeting

1. Review of evaluation data
2. Determining program eligibility
3. Recommend support services
4. Recommend specific educational goals

B. Develop Individual Educational Plan

1. Develop instructional goals and objectives
2. Initiate a contract between student and program

Figure 2. Overview of Assessment and Planning Procedures

students includes the completion of referral information and an interview.

Referral forms completed by each prospective student contain information regarding: reasons for referral, description of problem, previous services and anticipated services. This referral is reviewed by the program coordinator and forms the basis for the initial interview. Dependent upon information collected during the referral process, further evaluation steps are often recommended. Permission forms to collect and share evaluation data were included in Appendix C. The major areas covered in the diagnostic process are:

1. Intellectual potential or ability;
2. Academic achievement or acquired knowledge;
3. Information processing or learning strategies;
4. Study skills; and
5. Social/emotional status.

The determination of an appropriate psychoeducational battery of tests was done by a team of professionals representing the disciplines of special education and school psychology. The overall psychometric soundness of each instrument was evaluated as well as the appropriateness of the normative sample and the specific information (content validity) gleaned. Figure 3 illustrates the core battery of diagnostic instruments selected for use by UPLD, followed by a listing of instruments to be selected dependent upon areas requiring additional evaluation.

Insert Figure 3 about here.

SUGGESTED ASSESSMENT BATTERY FOR LD COLLEGE STUDENTS

CORE BATTERY

Wechsler Adult Intelligence Scale - Regised
Bloomer Learning Test
Stanford Test of Academic Skills

ADDITIONAL DIAGNOSTIC INSTRUMENTS

Stanford Diagnostic Reading Test
Stanford Diagnostic Mathematics Test
Lincoln Intermediate Spelling Test
Test of Written Language
Test of Written Spelling
RAVEN Test of Progressive Matrices
Orelans-Hanna Algebra Prognosis
Informal Study Skills Inventory

Figure 3. Suggested Assessment Battery for LD College Students

The core battery of instruments was selected for its usefulness in assessing, in combination, general aptitude levels, learning processes, and academic abilities. Test instruments included are the Wechsler Adult Intelligence Scale - Revised, (Wechsler, 1981) the Bloomer Learning Test, (Bloomer, 1978), and the Stanford Test of Academic Skills, (Gardner, Callis, Merwin, & Rudman, 1982). Descriptions of these instruments are included in Appendix D.

As an adjunct to formal evaluation procedures, significant time should be spent in the diagnostic/prescriptive phase of the evaluative process. During this phase, an informal study skills inventory is completed with the student employing an interview format. Probing techniques are employed in order to understand clearly what deliberate steps the student utilizes when studying.

Further, actual instructional sessions are conducted in order to focus on how the student organizes and processes information while learning specific content. Again, probing techniques are utilized in order to glean essential information about the student's executive strategies.

While formal evaluation instruments are employed, diagnostic/prescriptive teaching sessions are also critical to the process of evaluation and are instrumental in the generation of course appropriate learning strategies.

During the evaluative period, results are synthesized using a "profile analysis" technique (Cawley, 1977). Patterns of errors across tests and areas of performance are analyzed. In all cases, two or more evaluators are involved in the assessment and report writing process. Table 2 represents a Psychoeducational Test Profile for one learning disabled college student and Figure 4 illustrates

components found in each report. Table 3 details the combined evaluative services UPLD provided during the two year project.

Insert Tables 2 & 3 and Figure 4 about here.

Group Profile Analysis. In attempting to investigate similarities and differences among the learning disabled students involved in this program, a synthesis of assessment profiles was undertaken. This was done by compiling individual pieces of diagnostic information in an attempt to obtain one or more overall profiles. Two groups emerged as a result of this analysis which for descriptive purposes have been labeled "high average" and "average".

Table 4 illustrates data relative to ability and learning and Table 5, academic achievement. The most notable difference between the high average and average groups is the discrepancy between what they "knew" and how they "learned". The high average group, while demonstrating a large wealth of acquired knowledge, seemed to possess average information processing and memory skills for obtaining new knowledge. The average group is near the mean in acquired knowledge and is more consistent in the manner in which they acquire this knowledge.

One possible explanation for these findings is that the high average group, who demonstrate a strength in acquired knowledge, has been able to "survive" without attending to the "mechanics" of learning. Additionally, this vast amount of acquired knowledge often seems to interfere with or become counterproductive to systematically learning new information. On the other hand, the average group appears to have learned effective memory strategies, specifically

Table 2

Psychoeducational Test Profile

Learner's Name: Bill
CA 22
IQ full scale 116

	APTITUDE/INFORMATION PROCESSING	ACADEMIC SKILLS	STUDY SKILLS
STRENGTHS	Non-Verbal Reasoning Ability (Raven, %tile-95) Acquired Knowledge (WAIS-R, Info. SS 16) (WAIS-R, Vocab. SS 13) (WAIS-R, Comp. SS 16) (WAIS-R, Sim. SS 15) Concepts Production (BLT, CP, SS 16) Concepts Recognition (BLT, CR, SS 16)	Vocabulary (TASK, %tile 98, Stanine 9) Reading Comprehension (Task, %tile 95, Stanine 9)	Time Management. Completion of tasks assigned 100% of the time. (Diagnostic/Prescriptive)
-16- $\bar{x}$	ASSOCIATION (BLT, Assoc., SS 10)	Math (TASK, %tile 63, Stanine 6)	
WEAKNESSES	Memory (WAIS-R, Digit Span, SS 8) (WAIS-R, Digit Symbol, SS 7) (WAIS-R, Arithmetic, SS 8) (BLT, VSTM, SS 8) (BLT, ASTM, SS 6) (BLT, VAPP, SS 8) (BLT, RECALL, SS 1) Paired Associate Learning (BLT, PA, SS 6) Problem Solving (BLT, PS, SS 6) Activity (BLT, ACT, SS 5)	English (Task, %tile 43, Stanine 4) Spelling (Task, %tile 31, Stanine 2)	No self-questioning while studying Textbook Comprehension - attempts to recall everything. (Diagnostic/Prescriptive)

SS = Scaled Score

Table 3

Evaluation Services

Evaluation	Fall 1984 Completed	Spring 1985 Completed	Fall 1985 Completed	Spring 1986 Completed	Evaluations Started
Semester Breakdown	11	7	10	11	3

PSYCHOEDUCATIONAL REPORT FORMAT

Referral Information

Background Information

Interview Summary/Course of Study

Tests Administered

Test Results

A. Scores

B. Nature of Results (strengths and weaknesses)

Diagnostic/Prescriptive Teaching Report

Analysis of Results

Statement of the Problem

Recommendations

A. General Programming Recommendations

B. Specific Educational Recommendations

Figure 4. Report Format

paired associate learning skills, which assist them in the learning of new information.

Insert Tables 4 & 5 about here.

Implications from these findings suggest that instructors must critically examine both what a student knows and how student goes about acquiring new knowledge. This initial profile analysis is reported in full, in a paper presented at The American Reading Forum (Norlander, Paolitto, & Czajkowski, 1985).

PROGRAM IMPLEMENTATION

Program Planning. Following the evaluation process, a University Planning Meeting is scheduled. This meeting is designed to review evaluation data, determine program eligibility, recommend appropriate support services and recommend specific educational goals and objectives. Appendix C includes the meeting invitation and agenda and Appendix A contains a complete copy of the University Educational Plan.

Included in the planning meeting are representatives from the UPLD staff: Program Director and/or Program Coordinator, Learning Specialist (Case Manger), and a School Psychologist (adjunct UPLD Staff). In addition to UPLD representatives, the Director of Disabled Student Services is often a member of the planning team. Adjunct meeting participants have included: the Dean of Students, the Associate Director of Athletics, faculty advisors, faculty members instructing specific courses, parents, a representative from the Division of Vocational Rehabilitation, student advocates, a representative from the Writing Center, representatives from the

Table 4

Mean WAIS-R and BLT I.Q. Scores

	WAIS-R I.Q.'s*			BLT I.Q.'s*		
L.D. Groups	Verbal I.Q.	Performance I.Q.	Full Scale I.Q.	Simple Learning I.Q.	Problem Solving I.Q.	Full Learning I.
Superior	126.5 (N=8)	120.3 (N=8)	128.0 (N-8)	100.1 (N-8)	112.2 (N=6)	106.3 (N=6
Average	109.6 (N-8)	103.1 (N=8)	107.1 (N=8)	93.3 (N=6)	105.3 (N=5)	100.0 (N=5
IQ Difference	17.1	17.2	20.9	4.8	6.9	6.3

* All I.Q. Scores have a mean of 100 and a standard deviation of 15.

Table 5

Percentile Ranks: Stanford Achievement Test

		Stanford Test of Academic Skills				
Subject		Reading Vocab.	Reading Comp.	Math	Spelling	English
Superior L.D. Group	1.	98	95	63	31	79
	2.	98	99	99	7	79
	3.	98	99	95	99	95
	4.	98	86	92	38	72
	5.	90	91	75	8	
	6.	90	84	87	64	
	7.					
	8.	47	60		58	56
$\bar{X}$ =		88.4	87.7	85.2	43.6	76.2
Average L.D. Group	1.	36	48	55	34	32
	2.	30	41	83	89	38
	3.	83	60	71	21	56
	4.	83	82	95	2	68
	5.	63	86	99	78	75
	6.	98	77	98	98	86
	7.	89	60	75	34	45
	8.	98	99	58	38	95
$\bar{X}$ =	72.5	69.1	79.3	49.3	61.9	

Blanks indicate test data not available

Speech and Hearing Clinic, a representative from the Center for Academic Programs and, of course, students are always present and involved in the planning meeting.

Instructional goals and objectives as well as a contract between the student and the program are subsequently written by the student and case manager. A sample Goals and Objectives page is illustrated in Figure 5.

Insert Figure 5 about here.

Support Services/Direct Instructional Services. Direct services provided by UPLD staff to individual students fell in the following areas:

Evaluation
Reading
Writing
Word Processing
Library Skills
Test-taking Strategies
Academic Advisement
Aquisition of Content Tutors
Diagnostic/Prescriptive Teaching
Spelling
Mathematics
Study Skills and Learning Strategies
Career/Vocational Counseling
Personal Counseling
Aquisition of Exam modifications

During the Fall 1984 semester, 14 students received services in one or more of the above areas at an average of 43 hours per student of individual service for the semester (mean of 3.1 hours per week). Initial services appear to have concentrated on evaluation and diagnostic/prescriptive teaching. Of the remaining areas, study skills, learning strategies, reading, spelling and writing all were stressed to varying degrees with individual students. Additionally, vocational, academic and personal counseling were provided to individual students by learning specialists, the program coordinator, a school psychology intern, and the Coordinator of the UConn School

INSTRUCTIONAL GOALS AND OBJECTIVES

Overall educational goals and specific instructional objectives (these may change on a semester and/or annual basis and will be reviewed on a semester basis by the university student and the case manager).

Area: Spelling **Date Implemented:** January 21, 1984

Present Level of Performance: Spelling skills show specific weaknesses in need of remediation.

Long Range Goals: To facilitate improvement of specific spelling weaknesses.

Short Term Objectives	Instructional Methods: Strategies/Materials	Evaluation of Short-Term Objectives: Criteria/Evaluation Date
1. Jeff will spell single and multi-syllable words with the "wh" combination grouped by this combination. 2. Jeff will spell single and multi-syllabic words with the "au" and "aught" combinations grouped by these combinations. 3. Jeff will spell single and multi-syllabic words with the "ou" and "ought" combinations grouped by these combinations. 4. Jeff will spell single and multi-syllabic words with vowels "a", "e", "ai", and "ea", grouped by these vowels and vowel combinations to facilitate discrimination and spelling.	1. Words will be grouped by combination. 2. Rehearsal strategies will be used. 3. Paried-associate learning techniques will be employed. 4. Recommended materials: a. solving language difficulties. b. Megawords, multisyllabic words for Reading, Spelling, and Vocabulary.	Criteria: Jeff will correctly spell at least 80% of all words taught per combinations.

Figure 5. Instructional Goals and Objectives

Psychology Program. Additionally, specific content tutoring was arranged for four students.

Twenty-one (21) students received services during the Spring 1985 semester in one or more of the above areas. An average of 40 hours per student for the semester (mean of 2.86 per week) of direct instruction was delivered. Once again, individual counseling was provided by the same staff with the addition of a field-work student in Counseling Psychology and a Counseling Professor working one day per week on a sabbatical semester. Content tutoring was provided to four students.

As UPLD services expanded during the project's second year to meet the diverse and growing demands of our student population, more specific breakdowns of services provided are included.

During the Fall of 1985, 45 students received services from UPLD. These services included consultation, evaluation, referral, and direct service. Of the 45 students, 25 received direct instructional and support services of one or more hours per week. Table 6 illustrates the nature and extent of these services. Likewise, Table 7 details the services provided during the Spring of 1986 to students receiving one or more hours of direct services per week. During the Spring of 1986, 45 students received UPLD services which were consultative, evaluative, or instructional in nature.

Insert Tables 6 & 7 about here.

During the Spring semester of 1985, group instruction in a number of areas was instituted. Table 8 details the group services provided. The UPLD Staff has communicated the effectiveness of group instruction. This method of instruction should be expanded in future

Table 6

Direct Instructional Services for Fall 1985: Breakdown for Individual Students

AVERAGE HOURS PER WEEK					
UPLD INDIVIDUAL SERVICES*	UPLD GROUP SERVICES	ADDITIONAL COUNSELING SERVICES	FACULTY ASSIST.	CONTENT TUTORING	TOTAL SERVICES
6.0				2.0	8.0
4.0	.5				4.5
2.5					2.5
8.0	.5	.5	.5	2.0	11.5
2.0					2.0
1.5	1.0	1.0			3.5
1.5					1.5
1.0		1.0			2.0
1.0	.5				1.5
2.0					2.0
4.0	.5				4.5
3.0				1.0	4.0
4.0					4.0
3.0				1.0	4.0
5.0				4.0	9.0
2.0					2.0
6.0			1.0	2.0	9.0
2.0					2.0
4.0					4.0
1.5					1.5
3.0				2.5	5.5
2.5					2.5
2.0				1.0	3.0
1.5					1.5
X hours service:					
2.96	.60	.83	.75	1.94	3.92

* N = 25

Table 7

Direct Instructional Services for Spring 1986: Breakdown for Individual Students

AVERAGE HOURS PER WEEK				
UPLD INDIVIDUAL SERVICES*	UPLD GROUP SERVICES	ADDITIONAL COUNSELING SERVICES	CONTENT TUTORING	TOTAL SERVICES
3.0				3.0
3.0	1.5			4.5
1.0				1.0
3.5	2.5			6.0
3.0				3.0
3.0				3.0
7.0	1.0			8.0
1.0	.5			1.5
1.0	.5			1.5
4.0	1.0			5.0
3.0				3.0
1.0		1.0		2.0
2.0			1.0	3.0
12.0	1.0			13.0
6.0			3.0	9.0
3.0				3.0
6.0			3.0	6.0
2.0				2.0
1.5				1.5
1.0	1.5	.25	3.0	6.25
1.0	1.5	.25		2.75
2.5				2.5
5.5	1.5	.5		7.5
2.0				2.0
4.5	2.0		.5	7.0
$\bar{X}$ hours service:				
3.30	1.32	.50	2.1	4.28

*N = 25 (NOTE: Student order is in no way associated with student order in Table 6).

years.

Insert Table 8 about here.

Additional Support Services. Additional support and diagnostic services were provided to UPLD students through the following campus agencies:

Writing Center	Disabled Student Services
Health Center	Speech and Hearing Clinic
Career Center	Counseling Center
Athletics Office	Center for Academic Programs

Please note that the School Psychology and Counseling Psychology programs have also provided services.

Off campus services sought by UPLD students included:

Neurological evaluation	Opthalmological examination
Career counseling	Psychiatric counseling

Exam/Test Taking Modifications. A variety of modifications in testing (exam) procedures have been made for individual students. All modifications are discussed with individual faculty members and arranged on an individual basis. Tables 9 thru 11 describe the types of accommodations made during the two years.

Insert Tables 9, 10, & 11 about here.

Individualized testing accommodations included the following types of modifications:

1. Extra time to write, reorganize, proof and type (word process) the exam. Both handwritten and typed copies submitted. Additionally, a spelling proof system was used by the student. (English).

2. "Coaching" was provided by an individual case manager during a large class, computer scored exam. Instructions for completing

Table 8

Group Services

TYPE	TOTAL NUMBER OF STUDENTS	GROUP CHARACTERISTICS: TIME
SPRING 1985:		
Career Counseling	2	6 - 1 hour sessions
Word Study (Spelling)	6	7 - 2 hour sessions
Word Processing	10	2 - 2 hour sessions
Support/Discussion Group	8	8 - 2 hour sessions
FALL 1985:		
Support/Discussion Group	5	6 - 1 1/2 hour sessions
SPRING 1986:		
Support/Discussion Group	6	13 - 1 1/2 hour sessions
Word Study (Spelling)	3	9 - 2 hour sessions
Study Strategies	4	14 - 1 hour sessions

Table 9

Breakdown of Exam (Testing) Modifications: Fall 1984/Spring 1985

Type	Number of Students*	Content Areas**	Place - If Different from Standard Exam Location
Untimed	9	M, B, ED, SS, S, EN, E	School of Education
Oral (dictated to a scribe or on tape)	2	H, SS	To Grad. Asst. in separate room in exam building.
Reader (personal reader or taped)	2	SS, ED	School of Education, Disabled Student Services.
Individualized Exam Procedures	5	ED, H, EN, B	School of Education.

* 12 students required modified test-taking procedures, the above breakdowns are for these students. Some students required more than one type of accommodation.

** Content areas are as follows:

S = Sciences (Life and Physical)
M = Mathematics
E = English/Literature
SS = Social and Behavioral Sciences
H = Humanities (History, Philosophy, Fine Arts)
EN = Engineering
B = Business
ED = Education

Table 10

Breakdown of Exam (Testing) Modifications: Fall 1985

Type	Number of Students*	Content Areas**	Place - If Different from Standard Exam Location
Untimed	13	ED, M, SS, H, CS, E, AG, PS, FL, EN, B, S	Quiet location in exam building. School of Education Disabled Student Services
Oral (dictated answers to professor or teaching assistant	2	ED, FL	School of Education.
Reader (oral or taped)	1	AG	Disabled Student Services.
Individualized Exam Procedures (other than above 3)	7	B, S, EN, H	School of Education.

* 15 students required modified testing procedures; the above breakdowns are for these 15 students. Some students required more than one type of accommodation.

** Content Areas are as follows:

S = Sciences (Life and Physical)
M = Mathematics
E = English
SS = Social and Behavioral Sciences
H = Humanities (History, Philosophy, and Anthropology)
EN = Engineering
CS = Computer Science
AG = Agriculture
PS = Political Science
FL = Foreign Language
B = Business
ED - Education

Table 11

Breakdown of Exam (Testing) Modifications: Spring 1986

Type	Number of Students*	Content Areas**	Place - If Different from Standard Exam Location
Untimed/Extended Time	17	H, HDFR, B, M, S, E, ED, CS, SS, SP	Quiet location in exam building. Disabled Student Services. School of Education.
Oral (dictated answers to professor or teaching assistant)	1	AG	
Individualized Exam Procedures	5		

* 20 students required modified testing procedures, the above breakdowns are for these 20 students. Some students required more than one type of modification

** Content areas are as follows:

S = Sciences (Life and Physical)
M = Mathematics
E = English
SS = Social and Behavioral Sciences
H = Humanities (History, Philosophy, and Anthropology)
EN = Engineering
CS = Computer Science
AG = Agriculture
PS = Political Science
FL = Foreign Language
B = Business
ED = Education
SP = Speech and Language
HDFR = Human Development/Family Relations

the exam during the specified time frames, including the use of the computer form were given. Case Manager accompanied the student to the exam and assisted only during instruction times. (Marketing).

3. Exam schedules rearranged to allow adequate time between tests.

4. Proofing of exams for spelling errors. (Sociology, Urban Studies).

5. Discussions with instructor as to exam taking strategies, areas for concentration during study prior to exam, and follow-up with instructor as to exam results. (A number of subject areas).

6. Use of computer to write exams. (A number of subject areas).

7. Change of exam format from multiple choice to short answer. (Human Development and Family Relations).

Table 12 illustrates consultation services provided to UConn administration, faculty and staff.

DISSEMINATION ACTIVITIES

Dissemination activities were conducted in a number of ways. Of major importance was the production and distribution of a program brochure (see Appendix F). This brochure was distributed to all faculty and professional staff on the UConn main campus. Brochures have also been sent to the Waterbury and Avery Point Branches. Other dissemination activities fall in the categories of Professional Contacts and Papers and Presentations.

Professional Contacts and Collaborative Efforts.

1. Meeting with Presidents of both State LD organizations.

2. We have shared information with the following National Organizations:

Association of Handicapped Student Services Programs in Post-secondary Education (AHSSPPSE)
Higher Education and the Handicapped (HEATH)
National Network of LD Adults (NNLDA)
Association of LD Adults
President's Committee on Employment of the Handicapped
The National Information Center for Handicapped Children and Youth
LD Teen Line, Closer Look

3. Articles about our program have appeared in the AHSSPPSE, National Network of LD Adults, NNLDA, and ACLD, Together, and Information Center for Individuals with Disabilities, and the SERC Newsletters.

4. Project brochures have been given to every UConn faculty member, numerous State agencies, and distributed at Special Education Conferences throughout New England.

5. We have shared information regarding admissions procedures with the UConn Law School.

6. UConn Technical Assistance Consortium for Learning Disability College Programs has been funded to begin in the Fall of 1986 ($34,800).

Additionally, consultation services have been provided to UConn Administration, faculty, and professional staff. Table 12 details these consultation services.

Insert Table 12 about here.

Training. Year I: 1984-85

1. Faculty member from Mohegan Community College took a sabbatical with our program to develop testing - instructional skills with LD college students.

2. Interns from school psychology and counseling psychology completed internships with our program.

3. Graduate training programs for LD college personnel have been developed in the UConn Educational Psychology Department. Currently, four (4) students were enrolled at the M.A. and Ph.D. levels.

4. Connecticut Vocational Rehabilitation counselors: training in the assessment of and planning for LD college students.

5. Provided inservice training to students and staff from Tourtellotte Memorial High School regarding preparing for college and selecting the appropriate program.

Table 12

Consultation Services for UConn Administration, Faculty and Staff

TYPE	NUMBER SERVED		
	Administration	Faculty	Professional Staff
Direct Consultation			
1984/85	21	38	16
1985/86	21	104	17

Year II: 1985-86

1. Provided inservice training to guidance and administrative staff as well as faculty members at Quinebaug Valley Community College. Evaluation of student strengths and weaknesses as well as methods of service delivery were areas stressed.

2. Provided inservice training to students and staff from East Lyme High School regarding preparing for college and selecting the appropriate program.

3. Inservice training for and consultation with faculty, administration, and admissions personnel at Georgian Court College, focusing on program planning for LD college students.

4. Provided consultation and grant reviews to the New Jersey Department of Higher Education.

5. A planning meeting was held at the Avery Point Branch; administrative staff was included.

6. Provided inservice training to staff in the Office of Student Affairs (headed by the Dean of Students).

7. A three-year, Federal Leadership Training Grant has been funded to train leadership personnel at the Ph.D. level. To begin in the Fall of 1986.

Papers and Presentations.

Norlander, K.A., Apthorp, H., Shaw, S.F., & Paolitto, T. (1985, April). The University of Connecticut's learning disability pilot project: Program development and evaluation. Paper presented at the New England Educational Research Organization, Rockport, Maine.

Norlander, K., Shaw, S., Czajkowski, A., Apthorp, H., & Beck, T. (1985, May). Delivery of services to learning disabled college students: A team approach. Paper presented at the Seventh National Conference on College Learning Assistance Centers, Long Island University: Brooklyn, NY.

Shaw, S.F., & Norlander, K.A. (1985, July). The development and implementation of an LD college program. Paper presented at the Eighth Annual Conference of the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE), Atlanta, GA.

Beck, T., & Duke-Moran, C. (1985, July). Computer spelling software for the learning disabled. Presentation at ConnSENSE, Storrs, CT.

Norlander, K., Shaw, S.F., McGuire, J., Ardaiolo, F., Apthorp, H., Beck, T., Czajkowski, A., & Paolitto, A. (1985, October). Program planning for LD college students. Paper presented at The Northeastern Education Research Association, Kerhonkson, NY.

Norlander, K., Shaw, S.F., Bloomer, R., & Paolitto, A. (1985, October). The assessment of individual needs and program planning for LD college students: A team approach. Paper presented at the Seventh International Conference on Learning Disabilities, New Orleans, LA.

Shaw, S.F., & Norlander, K. (1985, November). The special educator's role in teacher training for personnel working with LD college students. Paper presented at the Eighth Annual Teacher Education Division of The Council for Exceptional Children (TED) Conference, Washington, DC.

Beck, T. (1985, November). Learning strategies approach to study skills. Presentation at the Massachusetts Federation of the Council for Exceptional Children, Framingham, MA.

Beck, T. (1985, November). Instructional approaches to spelling for secondary and postsecondary students with learning disabilities. Presentation at The Massachusetts Federation of the Council for Exceptional Children, Framingham, MA.

Norlander, K., Paolitto, A., & Czajkowski, A. (1985, December). Evaluation of learning disabled college students: A profile analysis approach. Paper presented at the American Reading Forum, Sarasota, FL.

Shaw, S.F., & Norlander, K.A. (1985). Delivering services to the postsecondary student with learning disabilities: The University of Connecticut Program. In J. Gartner (Ed.), Tomorrow is Another Day. (pp. 96-102). Columbus, OH: AHSSPPE.

Czajkowski, A., Norlander, K., Apthorp, H., Beck, T., & Paolitto, A. (1986, March). Evaluative procedures for postsecondary learning disabled students and the effects on program planning. Paper presented at ACLD International Conference, New York, NY.

Ardaiolo, F., Shaw, S., Pollack, R., & Norlander, K. (1986, March). Responding to the learning disabled: A collaborative faculty and student affairs effort. Presentation at the Ninth National Conference on Student Development, Storrs, CT.

Norlander, K.A., Czajkowski, A., & Paolitto, A. (1986, April). Evaluation of learning disabled college students: A team approach. Paper presented at the National Association of School Psychologists annual convention, Hollywood, FL.

Beck, T., & Edyburn, D. (1986, April). The use of computers to teach spelling: The interface of technology and spelling methodology. Paper presented at CEC's 64th Annual Convention, New Orleans, LA.

Shaw, S., & Norlander, K. (In Press). The special educator's role in training personnel to provide assistance to college students with learning disabilities. Teacher Education and Special Education, (to be published in Vol. 9, No. 2).

Shaw, S.F., & Norlander, K.A. (In Press). Special educator's role in teacher training for personnel working with learning disabled college students. ERIC Document Reproduction Service.

Beck, T. (1986, July). Computers and the learning disabled adult. Presentation to be done at ConnSENSE, Storrs, CT.

Invited Workshop Presentations.

Department of Vocational Rehabilitation (Norwich office).
TOPIC: Identification of and Planning for LD College Students
February 12, 1985

Conference funded by Regional Community Colleges, South Central Community College.
TOPIC: College: Realistic Goals for the Learning Disabled.
April 19, 1985.

Center for Academic Programs - UConn Program.
TOPIC: Identification of LD Students and Description of UConn's LD Program
February 15, 1985
Conference on Campus Access for Students with Learning Disabilities, Southern Connecticut University.
TOPIC: Description of UConn's Model Program
June 1, 1985

SERC Workshops
TOPIC: Preparing LD Students for College
November, 1985 (4 sessions)

Elmcrest Psychiatric Hospital
TOPIC: Characteristics of Programs for LD Adolescents
October 7, 1985

Connecticut ACLD Executive Board
TOPIC: LD College Programming
December 5, 1985

New England Branch of the Orton Dyslexia Society
TOPIC: Implementing support services for postsecondary students with learning disabilities: Admission through service delivery.
May 10, 1986

Summary of Research Activities. The following represents a listing of the areas of research currently being explored:

1. Evaluation of Learning Disabled College Students: Individual and Group characteristics.

2. Development of an instrument to compare student, institution and LD college program variables.

3. An examination of the social/emotional needs of LD college students.
4. Program Planning for LD college students.
5. Study skills of LD college students.

CHARACTERISTICS OF DIRECT INSTRUCTIONAL AND EVALUATION STAFF

Direct instructional and evaluation services were provided through the following staffing patterns during the two year grant period. Table 13 provides a breakdown of these staffing patterns relative to direct instructional and evaluation staff. It should be noted that this breakdown does not include additional staff such as content tutors.

Insert Table 13 about here.

Also, this breakdown of staffing patterns indicates the number of hours staff was contracted (paid) to provide services. Yet, in reviewing the actual number of hours staff worked, in particular those learning disabilities specialists (Graduate Assistants), these program evaluators find that the total hours worked are underestimated. For example, Graduate Assistants are contracted to work 20 hours per week, but often the demands placed upon them required considerably more time. Often they worked double the required amount of time. Thus the X total figures for each semester are underestimates.

P R O J E C T S U M M A R Y

FIRST YEAR SUMMARY

Initiation of this project proved to be both challenging and productive. Dr. Stan Shaw (Project Director) and Dr. Kay Norlander (Project Coordinator) worked with three learning disabilities

Table 13

Breakdown of Direct Instructional and Evaluation Staff for 1984/85 and 1985/86 Academic Years.

TIME PERIOD	NO. OF STAFF	CHARACTERISTICS	$\bar{X}$ NUMBER OF HOURS PER WEEK
Fall 1984	1	Program Coordinator	15
	1	Director of School Psychology	4
	2	Doctoral students in Special Education (full time Graduate Assistants)	20(2)= 40
	1	Masters Students in Special Education (half-time Graduate Assistant)	10
	1	School Psychology practicum student	15
		$\bar{X}$ TOTAL =	84
Spring 1985	1	Program Coordinator	20
	1	Director of School Psychology	4
	2	Doctoral students in Special Education (full time Graduate Assistants)	20(2)= 40
	1	Masters students in Special Education (full time Graduate Assistant)	20
	1	School Psychology practicum student	15
	1	Counseling Intern on Sabbital leave	10
		$\bar{X}$ TOTAL =	109

Table 13 (continued)

Breakdown of Direct Instructional and Evaluation Staff for 1984/85 and 1985/86 Academic Years.

TIME PERIOD	NO. OF STAFF	CHARACTERISTICS	$\bar{X}$ NUMBER OF HOURS PER WEEK
Fall 1985	1	Program Coordinator	10
	1	Director of School Psychology	3
	2	Doctoral students in Special Education (full time Graduate Assistants)	20(2)= 40
	1	Doctoral student in School Psychology (full time Graduate Assistant)	20
	1	Masters student in Special Education (half time Graduate Assistant)	9
	1	Masters student in Special Education/Rehabilitative Counseling	9
	1	School Psychology practicum student	4
		$\bar{X}$ TOTAL =	96
Spring 1986	1	Program Coordinator	15
	1	Director of School Psychology	2
	1	Program Director	2
	2	Doctoral Students in Special Education (full time Graduate Assistants)	40
	1	Doctoral Student in School Psychology (full time Graduate Assistant)	20
		Masters student in Special Education (full time Graduate Assistant)	20
	1	Masters student in Special Education/Rehabilitative Counseling	20
		$\bar{X}$ TOTAL =	119

specialists (doctoral students in Special Education), a school psychology intern and a counseling psychology field work student in accomplishing initial program development activities as well as evaluating and servicing learning disabled students at UConn. A summary of 1984/85 UPLD services can be found in Table 14.

Insert Table 14 about here.

Specific objectives in the area of program development (Figure 1) were delineated during the initial months of the program. An additional objective, to develop admissions policies and guidlines, was added during the Fall (1984) semester. In reviewing these objectives, the following were completed and were reviewed and revised where necessary:

Objective Number*

1. To develop referral procedures for format.
3. To develop and implement a model diagnostic battery for LD college students.
4. To develop a model psychoeducational report format.
5. To develop an Individualized University Educational Plan format.
6. To develop a multidisciplinary team approach to determine eligibility and plan a program for LD college students.
10. To develop a brochure and other written information which can be used to inform students, parents, faculty and administrators about this program.
11. To identify software and procedures for effectively using micro and mainframe computers to service our students.

The following objectives were partially completed and were continued during the Summer and Fall of 1985.

2. To develop procedures and information relative to the intake interview process.

Table 14

Summary of Services 1984/85

ACTIVITY	FALL 1984	SPRING 1985
Program Referrals	15	27
Intake Interview	14	17
Psychoeducational Evaluation:		
completed	11	7
Referred to Other Sources	3	2
Students Receiving UPLD Services (Evaluative or per week instructional)	14	21
Average Hours of Direct Student Contact (per student/per week)	3.1	2.9
Number of Students Requiring Testing Modifications	12 (for both semesters)	12

7. To develop a network of support services (writing, math, counseling, speech, language, and vocational) available to our students.

13. To develop positive and systematic procedures for collaborating with UConn faculty regarding revision of an appropriate education for LD students.

15. To provide training to staff of other State institutions of higher education as to procedures for servicing LD college students.

16. To identify and pursue areas of research which will supplement this project.

* Objective numbers refer to those found in Figure 1.

With the exception of Objective 8, all remaining objectives are scheduled for development during the 1985/86 academic year. Objective number 8: To acquire adequate physical space, is still in question but the necessary administrative contacts were made throughout the program's first year of operation.

In conclusion, it appears that the program was developmentally well underway at the conclusion of the first year of operation. Additionally, students have been highly receptive to the services provided by UPLD, succeeded for the most part in their coursework, provided us with constructive feedback, and made significant strides in overcoming individual deficits to learning.

SECOND YEAR SUMMARY

During the project's second year of operation an increasing number of students received services, staffing patterns also increased and changed to meet this demand for service, and additional (largly positive) faculty contacts were made. Project dissemination activities were also a priority. The program staff was once again supplemented with fieldwork students from the school psychology program.

As data is collected relative to student success, we can begin to comment on the nature of this "success" through the review of student objectives, time increases or decreases in service, and grades. The IEP (including goals and objects) has proved to be useful in the tracking of student success and planning for consequent semesters. Time needs are also recorded on the IEP. A current review of student records is underway, and this data should be available by the Fall of 1986. A breakdown of student grades for the Spring 1986 semester is included in Table 15. This breakdown details Grade Point Averages and credit loads.A summary of 1985/86 services is provided in Table 16.

Insert Tables 15 & 16 about here.

With respect to Program Development, the following objectives were completed during the project's second year:

OBJECTIVE NUMBER*	EVALUATION
7. To develop a network of support services (writing, math, counseling, speech language, and vocational) available to our students.	This network is in place, a formal record will be written during the Summer of 1986.
12. To provide a graduate training program which will provide knowledgeable and experienced personnel to implement LD College Programs throughout the State.	This graduate training program is in place and should continue due to the funding of a new three-year Federal leadership training grant. (To begin in the Fall of 1986). A doctoral seminar should be established, and further training activities should be explored.
13. To develop positive and systematic procedures for collaborating with UConn faculty.	We have used the University Planning Meeting as a vehicle for systematically collaborating with faculty members. Individual faculty contacts are also made at the onset of each semester by the LD student's casemanager.

Table 15

Grade Distribution for Students Receiving ≥ One Hour Per Week of Direct Instructional Service*: Spring 1986

Number of Students	Student Status (Including GPA and Course Credit Loads)
1	Graduated
1	Dismissed (action pending review)
2	Dean's List
1	Graduate Student
1	< 1.00 GPA
2	1.00-1.49 GPA
1	1.50-1.99 GPA
4	2.00-2.49 GPA
3	2.50-2.74 GPA
5	2.75-2.99 GPA
5	3.00-3.24 GPA
0	3.25-3.49 GPA
3	3.50+ GPA
4	Below 2.00 GPA
20	Above 2.00 GPA
8	Above 3.00 GPA
3	6 Credits
2	9 Credits
1	10 Credits
1	11 Credits
8	12 Credits
5	13 Credits
1	14 Credits
3	15 Credits
7	Less than full-time course load (< 12 credits)
17	Full-time course load (> 12 credits)

Summary

Unweighted mean GPA = 2.605
Weighted mean GPA** = 2.672
Mean credit hours = 11.5

* transcripts were available for 24 of the 25 students who received ≥ one hour per week of direct instructional service.

** GPA weighted for credit hours enrolled.

Table 16

Summary of Services 1985/86

ACTIVITY	FALL 1985	SPRING 1986
Program Referrals	19	45
Intake Interview	19	25
Psychoeducational Evaluation Completed	10	11
Referred to Other Sources	7	1
Students Receiving UPLD Services (Consultive, Evaluative, or Instructional)	45	44
Students Receiving Direct Services One or more hours per week	25	25
Average hours per week of Direct (including group) Services for the above students	3.9	4.3
Number of Students Requiring Exam Modifications	15	20

14. To provide statewide information on effective programming for LD college students such that state residents, students and high school counselors are knowledgeable about this service.	Dissemination activities attest to the accomplishment of objectives 14 & 15 at an initial level. Continuance will begin through the State Technical Assistance Grant.
15. To provide training to staff of other state institutions of higher education as to procedures for servicing LD college students.	
15. To identify and pursue areas of research which will supplement this project.	Once again, dissemination activities, papers and presentations, speak to the accomplishment of this objective. Continued research will, of course, be necessary.

The following objectives were partially completed during the project's second year:

2. To develop procedures and information relative to the intake interview process	Presently, the referral form provides the basis for the intake interview. More formal procedures should be established.
9. To provide inservice training for faculty at UConn who instruct LD students.	Currently, inservice training is provided on a one-to-one basis and through the University Planning Meeting. An "Attitudes" survey was not conducted.

The following objective was not accomplished:

8. To acquire adequate physical space for our project.	The acquisition of physical space continues to be a concern. Space has not been acquired.

* Objective numbers relate to those found in Figure 1.

FUTURE DIRECTIONS

Upon reviewing the strong points as well as the weaknesses of the UPLD program as it has evolved, certain areas in need of further development became apparent. The first area essential for the continued success of the UPLD program is adequate space. Proper direct instruction, training, and evaluation hinge upon the availability of space that is adequate in both size and location. Amenities such as computer and classroom facilities are important to both the academic progress of the student and the student's self-concept. Further, appropriate space would enable the UPLD program to establish a seminar setting for the appropriate and formal training of the learning specialists who deal with students on a daily basis. Moreover, space is a pivotal issue for inservice training of staff through regular formal team meetings. While formal staff meetings are currently held, a consistant program local will allow for the informal sharing of ideas and strategies between and among staff members. Coordination of group services and follow through on evaluation and report writing as well as other paperwork related duties will better be facilitated by appropriate space allocation.

The collegiality of team members allows for the exchange of ideas relative to the needs of our learning disabled population. Further, the student support group allows for the same type of exchange among students. Students can share ideas with respect to academic as well as social strategies. This support group concept is one that should be maintained and further developed as the social/ emotional needs of the student with a learning disability are critical to his or her success at the University.

In addition, further faculty inservice training should be initiated through extensive inservice training which has previously been conducted on a one-to-one basis. It is perhaps time to provide group inservice training to faculty. The distribution of an attitude survey relative to attitudes towards learning disabled students may assist in determining future inservice needs.

Further research in the area of individual and group characteristics of learning disabled students should be considered. Specifically, identification of salient characteristics might be used as predictors for successful college achievement.

Finally, formal intake and interview procedures should be further developed and written. This would include specific data which could be gathered in a systematic format during the intake interview. Such data might include SAT scores, grades in school, psychoeducational evaluation data, as well as formalized questions which tap additional characteristics such as motivation level, level of independence, and interpersonal skills.

REFERENCES

Bloomer, R.H. (1974). Bloomer Learning Test, Manual. Livonia, NY: Brador Publications.

Cawley, J.F. (1977). Meeting of the learning and behavioral needs of handicapped children via a subject matter emphasis: A training institute for general and special educators, diagnosticians and administrators. Portland, ME: Psycho-Educational Associates.

Gardner, E., Callis, R., Merwin, J., & Rudman, H. (1982). Stanford Test of Academic Skills, Form E, Level 2. Harcourt Brace Jovanovich, Publishers.

Mangrum, C.T., & Strichart, S.S. (1984). College and the learning disabled student. Orlando, FL: Grune & Stratton.

Mellard, D.F., & Deshler, D.D. (1984). Modeling the condition of learning disabilities on postsecondary populations. Educational Psychologist, 19(3), 188-197.

Norlander, K., Paolitto, A., & Czajkowski, A. (1985, December). Evaluation of learning disabled college students: A profile analysis approach. Paper presented at the American Reading Forum Conference, Sarasota, Florida.

Wechsler, D. (1974). Wechsler Intelligence Scale for Children. New York: Psychological Corporation.

APPENDIX A: Individual Educational Plan

THE UNIVERSITY OF CONNECTICUT

School of Education
Special Education Center
Box U-64, Room 227
249 Glenbrook Road
Storrs, Connecticut 06268
(203) 486-4031

THE UCONN PROGRAM FOR
THE LEARNING DISABLED COLLEGE STUDENT

INDIVIDUAL EDUCATIONAL PLAN

COMPLETED FOR:

_____

This Plan Includes:

_____ I LD Planning Team - Meeting Minutes
_____ II Program Recommendations
_____ III University Educational Plan
(Includes specific goals and objectives)
_____ IV Program Agreement

CONFIDENTIAL INFORMATION

An Equal Opportunity Employer

I. LD PLANNING TEAM - MEETING MINUTES

Student Name_____

Campus Address_____

Home Address_____

_____

Campus Phone_____ Home Phone_____

Date of Birth_____ Date of Referral_____

Date of Intake Interview_____

Dates of Psychoeducational Evaluation From:_____ To:_____

Dates of Diagnostic/Prescriptive Teaching From:_____ To:_____

Personnel Attending Meeting:

NAME	TITLE

Recorder of Meeting Minutes:

Name_____ Date:_____

Signature:_____

Purpose of Meeting (Reason for Referral):

Summary of Current Educational Status:

Summary of Psychoeducational Data:

Strengths:

Weaknesses:

Determination of a Specific Learning Disability:

Determination of Program Eligibility:

Additional Concerns:

II. PROGRAM RECOMMENDATIONS

Course of Study:

Modifications in Materials, Testing Procedures, or other Program Modifications:

Direct Services from UPLD:

Other University Services:

Outside Support Services:

III. UNIVERSITY EDUCATIONAL PLAN

Based upon the preceding program recommendations and evaluative data, the following plan has been designed:

A. Person(s) responsible for overall program implementation (Case Manager) in conjunction with the university student.

_____ _____

_____ _____

_____ _____

_____ _____

B. Program Record

Dates

Program Implementation _____

Program Review _____

_____

_____

_____

_____

C. Overall educational goals and specific instructional objectives (these may change on a semester and/or annual basis and will be reviewed on a semester basis by the university student and the case manager).

Area: _____ Date Implemented: _____

Present Level of Performance: _____

_____

_____

Long Range Goals: _____

Short Term Objectives	Instructional Methods: Strategies/Materials	Evaluation of Short-Term Objectives: Criteria/Evaluation Date

Goals and Objectives (Continued)

Area: _____ Date Implemented: _____

Present Level of Performance: _____

_____

_____

Long Range Goal: _____

Short Term Objectives	Instructional Methods: Strategies/Materials:	Evaluation of Short-Term Objectives: Criteria/Evaluation Date

IV. PROGRAM AGREEMENT

Program Committment:

Student Committment: I fully understand the information presented at the University L.D. Planning Team Meeting, the Program Recommendations, and The University Educational Plan.

YES_____ NO_____

I agree to participate fully in the services offered and accept this plan as written.

YES_____ NO_____

Student Signature:_____

Date:_____

University (UPLD) Program Signature:_____

Date:_____

APPENDIX B: Admissions Guidelines & Candiate Letter

APPENDIX C: UPLD Forms

THE UNIVERSITY OF CONNECTICUT

School of Education
Department of Educational Psychology
Box U-64
249 Glenbrook Road
Storrs, Connecticut 06268
(203) 486-4031

UCONN PROGRAM FOR THE LEARNING DISABLED COLLEGE STUDENT

REFERRAL INFORMATION

NAME: _____ DATE: _____

ADDRESS: _____ DATE OF BIRTH: _____

PHONE NUMBER: _____ REFERRAL SOURCE: _____

MAJOR: _____ MAJOR ADVISOR: _____

SEMESTER: 1 2 3 4 5 6 7 8 __ Entering Freshman __ Graduate Student __ Transfer Student

This section is to be completed by the student in his/her own handwriting:

1. Specific reasons for referral:

2. Please describe the problem: (examples; difficulty with any of the following: reading recognition, comprehension, spelling, written expression, math calculation, applied problems, oral expression, organization, study skills, social difficulties).

3. What services have you previously received?

4. What assistance do you think you will need at UConn?

Please return this form to: Kay Norlander, Ph.D.
UConn Program for Learning Disabled College Students
at the above address

An Equal Opportunity Employer

THE UNIVERSITY OF CONNECTICUT
Storrs, Connecticut 06268

School of Education
Department of Educational Psychology

UCONN PROGRAM FOR THE LEARNING DISABLED
COLLEGE STUDENT

Student Authorization Form - A
(For Release of Information)

I,_____give permission for the staff of the UConn Program for the Learning Disabled (UPLD) to share with members of the administration, faculty, and/or counseling staff of The University of Connecticut any diagnostic and/or instructional information pertaining to me for the purpose of assisting me in my studies and coursework. I also give permission for the staff of UPLD to release information to outside agencies providing me with supportive assistance.

_____
Signature of Student*

_____
Date

*If any restrictions apply to the authorization, please list below and initial.

Please return to: Kay Norlander, Coordinator
Box U-64
University of Connecticu
Storrs, CT. 06268
(486-4034)

THE UNIVERSITY OF CONNECTICUT
Storrs, Connecticut 06268

School of Education
Department of Educational Psychology

UCONN PROGRAM FOR THE LEARNING DISABLED
COLLEGE STUDENT

Student Authorization Form - B

(DATA COLLECTION)

I, _____ give permission for the staff of the UConn Program for the Learning Disabled to request and collect diagnostic and instructional information pertaining to me for the purposes of: determining program eligibility, planning appropriate support services, assisting me in my coursework, and conducting research relative to the learning disabled in post-secondary settings. Any information used for research purposes will in no way include your name. Anonymity will be guaranteed by UPLD.

_____
Signature of Student*

_____
Date

*If any restrictions apply to the authorization, please list below and initial.

Please return to: Kay Norlander, Coordinato
Box U-64
University of Connecticut
Storrs, CT. 06268
(486-4034)

THE UNIVERSITY OF CONNECTICUT
Storrs, Connecticut 06268

School of Education
Department of Educational Psychology

UCONN PROGRAM FOR THE LEARNING DISABLED COLLEGE STUDENT

Notice of Meeting

Date:

Dear:

You are invited to attend a Planning Meeting on:

which will be held on: in the School of Education, Room # .

The purpose of this meeting is to:

____ 1. Review evaluation data, determine eligibility, and plan student program.

____ 2. Discuss possible changes in the student's program.

____ 3. Review student progress.

____ 4. Other:

For your information, we have also requested the people listed below attend this meeting:

____ Dr. Stan Shaw, Director
LD College Program

____ Dr. Kay Norlander, Coordinator
LD College Program

____ Ms. Rita Pollack, Director
Disabled Student Services

____ Ms. Helen Apthorp
Learning Disability Specialist

____ Ms. Terri Beck
Learing Disability Specialist

____ Ms. Ania Swan
Learning Disability Specialist

____

Faculty Representative

____

____

We hope you can attend this meeting. If you are unable to be present at the scheduled time, please contact me (486-4031). A written summary of the meeting will be sent to you for your records. All evaluative data will be available prior to this meeting for review by participants; please contact Kay Norlander for access to this information.

Sincerely,

Kay A. Norlander, Coordinator
UConn's Program for the Learning
Disabled College Student

AGENDA - LDPT

I. MINUTES

1. Introduction
2. Explanation of UPLD and LDPT Admissions Guidelines
3. Name of Student
4. Reason for Referral
5. Purpose of this Meeting
6. Summary of Educational Status
   a. Academic Background
   b. Review of Norm Referenced Test Results
7. Summary of Psychoeducational Data
   a. Strengths
   b. Weaknesses
8. Determination of Specific Learning Disability
   a. Decision
   b. Justification (discrepancy, potential, processing)
9. Determination of Program Eligibility
10. Other Concerns

II. RECOMMENDATIONS

1. Course of Study
2. Modifications
3. Direct Services (UPLD)
4. Other University Services
5. Outside Support Services

APPENDIX D: Core battery of Evaluation Instruments
Descriptions and Usage

BLOOMER LEARNING TEST (BLT), (Bloomer, 1978).

The BLT is designed on a somewhat different set of premises than most intelligence tests. Rather than testing information, vocabulary, item or general knowledge, the BLT evaluates the child's ability to perform certain learning tasks. As it is virtually content free, its primary design is that of a learning diagnostic test. It should be utilized for learning disabled college students in conjunction with the Wechsler Adult Intelligence Scale - Revised (WAIS-R).

The BLT produces ten major learning standard scores. The ten major scores are divided into five simple learning operations and five complex learning operations, each of which produces a learning I.Q. Score. Additionally, a Learning Grade Level, an Expected Reading Grade, Expected Math Grade, and an Expected Spelling Grade may be calculated to indicate the level at which an individual's learning ability indicates he or she should be operating. The BLT also offers a profile of strengths and weaknesses in learning, thus enabling a teacher to facilitate improvement of the individual's learning strategies or techniques.

Reliability on the problem solving and simple learning IQ measures range from .89 to .97 and are adequate for making individual pupil decisions. Reliability of the subtest scores by grade level range from .74 to .97 and, for the most part, are adequate for individual subtest interpretation. Test design is such that it may be given totally, or in part. Also, it may be administered in small groups since responses are written. Validity data is quite extensive.

Norms were developed on 2,200 students from grades one to adult and were matched to samples on the basis of 1970 census data for sex,

normal versus special education assignment (including gifted children), ethnic origin, and urban/rural population.

Wechsler Adult Intelligence Scale - Revised (WAIS-R), (Wechsler, 1981).

For the purposes of this review, a comparison of the WAIS-R and the BLT is provided rather than a general explanation of the WAIS-R.

Results of the WAIS-R and the BLT are easily comparable as both instruments are designed employing a similar scale of measurement. Intelligence scores are reported employing a mean of 100 and a standard deviation of 15.

As the BLT is measuring how new information is being learned or processed, it is interesting to compare this information to WAIS-R scores, which to a certain degree measures information or abilities which have previously been acquired by the individual, requiring the individual to retrieve or act upon this information. On the other hand, the BLT learning subtests examine the process of how information is initially acquired.

Stanford Test of Academic Skills (TASK), (Gardner, Callis, Merwin, & Rudman, 1982).

The TASK is a test of basic academic skills normed for students in grades 8-13. Subtests included are Reading Vocabulary, Reading Comprehension, Spelling, English, and Mathematics. Scores are reported in age equivalents, grade equivalents, stanines, and percentiles.

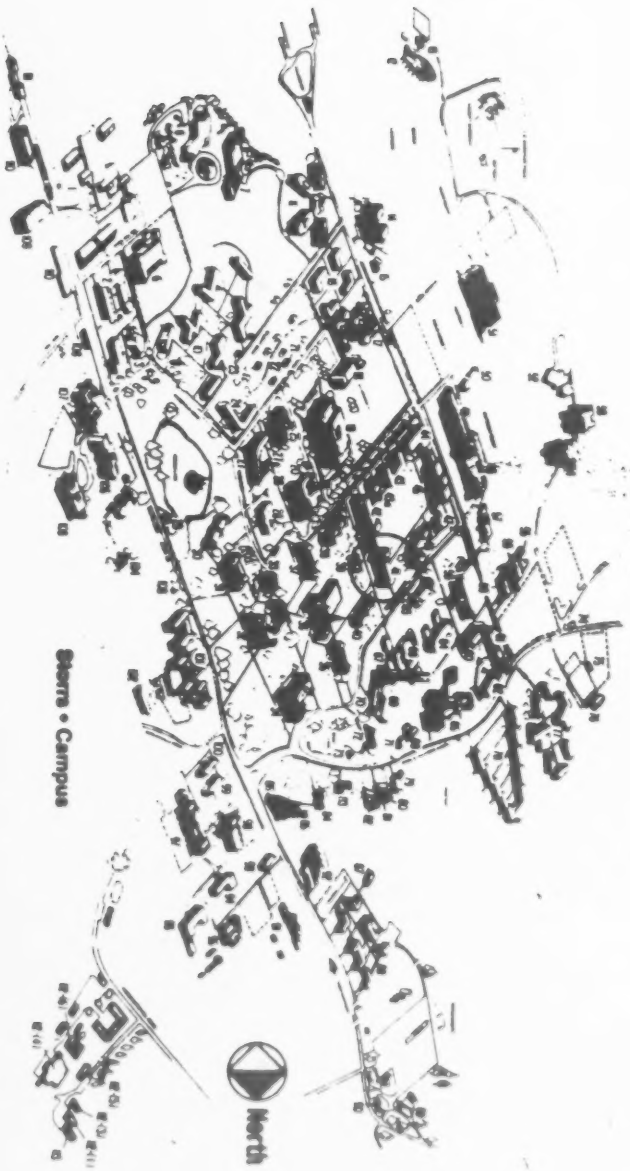
Norms for the test are exceptionally good. Standardization of the test took place in May and October. Selection of students tested was based upon geographic region, community size, median years of

schooling for persons over 25 in the community, types of school systems (public, private, and parochial), number of pupils per grade, and school cooperation.

Reliabilities range from .85 to .95 and are adequate for making individual pupil decisions.

Validity is based upon the opinions of expert teachers, subject matter experts, measurement experts, and a minority group which screened the items in terms of appropriateness for various cultural groups.

APPENDIX E: Program Brochure



The University of Connecticut

Program for the Learning Disabled College Student

School of Education
Special Education Center
The University of Connecticut
Storrs, Connecticut 06268

90

BEST COPY AVAILABLE

PROGRAM RATIONALE

Increasing numbers of learning disabled adults are seeking admission to colleges and universities. Their quest for post-secondary education has been assured by regulations of Section 504 of the Federal Rehabilitation Act of 1973. This act specifically states that "no qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal assistance" (Federal Register, Vol. 42, May 4, 1977, pp. 2678).

While most of us are acutely aware of our responsibilities toward the most "obviously" handicapped individuals, i.e., the blind or those confined to wheelchairs, we are often not sensitive to those students with more subtle "hidden" handicaps. The learning disabled are among those with less obvious handicaps, and in increasing numbers they are among our student population.

The University of Connecticut Program for the Learning Disabled College Student represents a commitment toward providing services to both learning disabled students and the faculty who must teach them. This program is designed to complement and supplement existing campus services offering support to disabled students. This program is a component of the Special Education Center.

PROGRAM SERVICES

Students in the program are actively enrolled or pursuing enrollment in the University. Enrollment in this program serves as a supplement to their regular University curriculum. Educational and diagnostic services are provided by trained learning disability specialists experienced in working with learning disabled students. Services are provided at no cost to eligible students.

Students can be referred to the program in several ways, such as by UConn faculty or staff, a high school or community college counselor, or by self-referral. Once referred, the program staff will interview the student to gain insight into the nature of the possible disability. The student may then be formally evaluated and recommendations made as to how the student can best meet his/her academic and vocational potential. A Learning Disability Planning Team will meet to determine eligibility, plan an appropriate educational program, and specify student support services required.

The LD College Program provides comprehensive and individualized services to each student as needed. In addition to the academic counseling and tutorial support services provided by the learning disability specialists, the Disabled Student Services Center and other campus programs, including Counseling Services, the Speech and Hearing Clinic, Center for Academic Programs, Writing Resource Center, and Mental Health Services, provide student assistance. The staff of the LD College Program also works closely with the student's advisor and professors to plan and implement a successful academic experience. Services provided include scheduling, consultation with faculty regarding modifications in content or presentation of material and alternative testing procedures. The LD College Program is committed to having one LD specialist work with each student to develop, organize, monitor and evaluate *all* services provided.

PROGRAM ADMISSION REQUIREMENTS

For admission to the UCONN PROGRAM FOR THE LEARNING DISABLED COLLEGE STUDENT the applicant must:

1. Complete a referral form.
2. Schedule a personal interview.
3. Have a complete psychoeducational evaluation which may include the following components:
   - •Wechsler Adult Intelligence Scale — Revised (WAIS-R)
   - •Standardized Achievement Testing
   - •Individual Diagnostic Testing

NOTE: If you possess any relevant educational, medical, or diagnostic records which would help us in the evaluative process, please submit this information.

ADMISSION TO THE UNIVERSITY OF CONNECTICUT

If not a UCONN student already, admission to the University must also be sought. You should contact the Admissions Office, The University of Connecticut, Storrs, CT 06268. Your application for admission should include a cover letter indicating that you are learning disabled, if you wish to be considered for the modified LD admission process.

FOR MORE INFORMATION

Please feel free to call or write for referral and admission information to:

Dr. Joan McGuire, Assistant Professor
UConn Program for the Learning Disabled
The University of Connecticut
Special Education Center
U-64, 249 Glenbrook Road
Storrs, CT 06268
PHONE: (203) 486-4033, 4031, or 4032

1 — E. O. Smith High School
2 — Dramatic Arts & Music
3 — Van der Mateen Recital Hall
4 — Music Building (Studios, Library)
5 — Music Dome
6 — Art Building
7 — Communication Sciences Building
8 — Human Development & Family Relations Building
9 — Information Booth
10 — South Campus Residences
11 — Alumni Quadrangle
12 — Skating Rink
13 — Warming Hut
14 — Middleton Hall
15 — Horticulture Storage
16 — West Campus Residences
17 — Graduate Residences
18 — Whitney Graduate Center
19 — University of Connecticut Library
20 — Co-op Bookstore
21 — Institute of Urban Research

42 — Accounting (Business Adm. Bldg.)
84 — Admissions Building
44 — Afro-American Cultural Ctr. (Commons)
97 — Agricultural Economics & Rural Sociology (W. B. Young Bldg.)
97 — Agricultural Engineering (Young Bldg.)
97 — Agricultural Publications (Young Bldg.)
97 — Agriculture & Natural Resources (Young Bldg.)
37 — Allied Health Professions (Koons Hall)
11 — Alumni Quadrangle
37a — Andru Schlenker Lecture Hall (AS 9B)
68 — Animal Genetics (Atwater Lab)
94 — Animal Industries (George White Bldg.)
71 — Animal Pathology (Pathology Bldg.)
20/32 — Anthropology (Manchester Hall & Beach Bldg.)
59 — Appliance Center
34 — Arjona Building (Humanities)
9 — Art Building
111 — Art Printshop/Art Design Center
59 — Athletic Facilities Building
49 — Athletics
68 — Atwater Laboratory
32 — Beach Building
39 — William Benton Museum of Art
113 — Biochemical Sciences Building
66 — Biological Sciences (Life Sci. Bldg.)
109 — Bishop Continuing Education Center
49 — Brundage Pool
107 — Buckley Hall
39 — Budds Building (Administration)
42 — Business Administration
42 — Business Environ. & Policy (Bus. Adm. Bldg.)
43 — Castleman Building (Engineering I)
41 — Center for Instructional Media & Technology (Gentry Bldg.)
97 — Central Duplicating (W. B. Young Bldg.)
69 — Central Warehouse
34 — Chemistry Building
84 — Chemical Engineering (Engr. II)
9 — Child Development Laboratories (Human Dev. & Family Relations Bldg.)
48 — Civil Engineering (Castleman Bldg.)
102 — Classified Warehouse
44 — Commons
7 — Communication Sciences
59 — Community House
69 — Computer Systems (Math. Sci. Bldg.)
74 — Connecticut Daily Campus Newspaper
39 — Co-op Bookstore
23 — Counseling and Student Dev. Center
74 — Credit Union
39 — Wilbur Cross Building
41 — Curriculum & Instruction (Gentry Bldg.)
91 — Dairy Barn

39 — Women's Center
39 — Counseling and Student Development Center
34 — Arjona Building (Humanities)
35 — Psychology Building
39 — Hawley Armory
27 — Monteith Building (Social Sciences)
37b — Andru Schlenker Lecture Hall (AS 9B)
39 — Budds Building (Administration)
39 — International House
39 — Manchester Hall
31 — Home Economics Building
32 — Beach Building
23 — Gulley Hall (Executive Offices)
34 — Chemistry Building
35 — Storrs Hall
39 — Wilbur Cross Building
37 — Koons Hall
39 — Hall Dorm (Offices)
39 — William Benton Museum of Art
40 — Wood Hall
41 — Gentry Building (Education)
42 — Business Administration Building
43 — Pharmacy (H. G. Hewitt Bldg.)

31 — Design & Resource Management (Home Economics Bldg.)
39 — Development Office (W. Cross Bldg.)
113 — Diagnostic Testing Labs/Biochemistry
2 — Dramatic Arts
37 — Economics (Monteith Bldg.)
41 — Education (Gentry Bldg.)
41 — Educational Adm. (Gentry Bldg.)
41 — Educational Psych. (Gentry Bldg.)
41 — Educational Studies & Instr. Media (Gentry Bldg.)
63 — Electrical Engr. & Computer Sci. (Engr III)
84 — Ellsworth Hall
48 — Engineering I (Castleman Bldg.)
84 — Engineering II
63 — Engineering III
34 — English (Arjona Bldg.)
57 — Faculty-Alumni Center
102 — Fafnir Machinery Building (Ag. Engr.)
49 — Field House
49 — Finance
6 — Fine Arts (Art Bldg.)
97 — Fire Department
92 — Floriculture (Greenhouse)
41 — Gentry Building (School of Education)
32 — Geography (Beach Bldg.)
32 — Geology & Geophysics (Beach Bldg.)
34 — Germanic & Slavic Lang. (Arjona Bldg.)
10 — Graduate Center (Nathan L. Whetten)
17 — Graduate Residences
109 — Grange Hall
92 — Greenhouse Design Lab (BH DL)
92 — Greenhouse Potting Lab (BH PL)
69 — Grounds Maintenance
39 — Gulley Hall (Executive Offices)
63 — Hale Hall
39 — Hall Dorm (Offices)
39 — Hawley Armory
79 — Health Services (Infirmary)
43 — H.G. Hewitt Building (Pharmacy)
89 — Hicks Hall
41 — Higher, Tech. & Adult Ed. (Gentry Bldg.)
79 — Hillel House (Jewish)
40 — History (Wood Hall)
101 — Holcomb Hall
31 — Home Economics & Family Studies (Home Ec. Bldg.)
31 — Home Economics Building
103 — Honors House
15 — Horticulture Storage
39 — Housing — Read/ Hicks (Hall Dorm)
6 — Human Dev. & Family Relations
34 — Humanities (Arjona Bldg.)
42 — Industrial Administration
70 — Infirmary (Health Services)
39/B — Information Booths
43 — Information Management (Bus. Adm. Bldg.)

43a — Pharmacy Research
44 — Commons
45 — Student Union
46 — Castleman Building (Engineering I)
47 — Puerto Rican Center
48 — Field House
49 — Athletics/Sport & Leisure Studies
50 — Athletic Facilities Building
51 — Memorial Stadium
52 — Putnam Refectory
53 — Hale Hall
54 — Ellsworth Hall
55 — Technical Services Center
56 — ROTC Building
57 — Faculty-Alumni Center
58 — Jorgenson Auditorium
59 — Jorgenson Theatre
60 — Mathematical Sciences Building
61 — Physics Building
62 — Materials Science Building
63 — Engineering III
64 — Engineering II
65 — Life Sciences (Torrey Bldg.) & Annex
66 — Plant Maintenance Building

21 — Institute of Urban Research
20 — International Center
88 — Jones Building
58 — Jorgenson Auditorium
59 — Jorgenson Theatre
34 — Journalism (Arjona Bldg.)
37 — Koons Hall
83 — Lakeside Apartments (Guest Facilities)
40 — Liberal Arts & Sciences (Wood Hall)
19 — Library
65 — Life Sciences (Torrey Bldg.) & Annex
37 — Linguistics (Monteith Bldg.)
19B — Mailing Services (Publ. Bldg.)
42 — Management & Organization (Bus. Adm. Bldg.)
30 — Manchester Hall
42 — Marketing (School of Business Adm.)
62 — Materials Science Building
60 — Mathematical Sciences Building
14 — McMahon Hall
64 — Mechanical Engineering (Engr. II)
51 — Memorial Stadium
62 — Metallurgy (Materials Sci. Bldg.)
113 — Microchemistry/Diagnostic Testing Labs
27 — Monteith Building (Social Sciences)
76 — Motor Pool
109 — Movie Theatre
2 — Music
4 — Music Building (Studios & Library)
5 — Music Dome
38 — Museum (W. Benton Museum of Art)
79 — North Campus Residences
72 — Nursing Building
86 — Nutritional Sciences (Jones Bldg.)
71 — Pathobiology (Pathology Bldg.)
84 — Personnel Services (Administrative Bldg.)
43 — Pharmacy (H.G. Hewitt Bldg.)
43a — Pharmacy Research
30 — Philosophy (Manchester Hall)
86 — Physical Plant Building (Maintenance)
61 — Physics Building
73 — Planetarium
66 — Plant Maintenance Building
97 — Plant Science (W. B. Young Bldg.)
27 — Political Science (Monteith Bldg.)
10d — President's Residence
35 — Psychology Building
108 — Publications Building
97 — Public Information (W. B. Young Bldg.)
80 — Public Safety
47 — Puerto Rican Center
52 — Putnam Refectory
98 — Rotolfo Hicks Building
42 — Real Estate Center (Bus. Adm. Bldg.)
97 — Renewable Natural Resources (Young Bldg.)
24 — Romance & Classical Languages (Arjona Bldg.)

97 — Fire Department
68 — Atwater Laboratory (Animal Genetics)
69 — Central Warehouse
70 — Health Services (Infirmary)
71 — Pathology Building
72 — Nursing Building
73 — Planetarium
74 — CDC Newspaper/Credit Union
75 — Traffic Services
76 — Motor Pool
77 — Northwest Quadrangle
78 — North Campus Residences
79 — Hillel House (Jewish)
80 — Agudas Center
81 — St. Thomas Aquinas Chapel (Roman Catholic)
82 — St. Mark's Chapel (Episcopal)
83 — Lakeside Apartments
84 — Admissions Building
85 — Community House
86 — Storrs Congregational Church
87 — Towers Student Activities Center
88 — Towers Residences
89 — Information Booth

90 — ROTC Building
97 — Rural Sociology (Young Bldg.)
11 — Ryan Refectory (Alumni Quadrangle)
82 — St. Mark's Chapel (Episcopal)
81 — St. Thomas Aquinas Chapel (Roman Catholic)
106 — Shippee Hall
110 — Shopping Center
13 — Skating Rink
1 — E. O. Smith High School
101 — Sprague Hall
27 — Social Sciences (Monteith Bldg.)
30 — Sociology (Manchester Hall)
10 — South Campus Residences
49 — Sport & Leisure Studies
69 — Statistics (Math. Sci. Bldg.)
88 — Storrs Congregational Church
38 — Storrs Hall
38 — Student Employment (W. Cross Bldg.)
40 — Student Union
55 — Technical Services Center
60 — Telecommunications — Cntr. for Instructional Media & Technology (Jorgenson Auditorium Bldg.)
66 — U.S. Torrey Building (Life Sci. & Annex)
88 — Towers Residences
87 — Towers Student Activities Center
75 — Traffic Services
48 — Transportation Institute (Castleman Bldg.)
41 — University Center for Instructional Media & Technology (Gentry Bldg.)
69 — University Computer Systems (Math. Sci. Bldg.)
19 — University of Connecticut Library
3 — Van der Mateen Recital Hall
97 — W. B. Young Building (College of Ag.)
13 — Warming Hut
79 — West Campus Residences
94 — White Building (Animal Industries)
101 — Whitney Hall
22 — Women's Center
40 — Wood Hall

97 — College of Agriculture & Natural Resources
37 — School of Allied Health Professions
42 — School of Business Administration
41 — School of Education
48 — School of Engineering
6 — School of Fine Arts
19 — Graduate School
31 — School of Home Economics & Family Studies
49 — College of Liberal Arts & Sciences
72 — School of Nursing
43 — School of Pharmacy
98 — Rotolfo Hicks School of Agriculture

89 — Public Safety Division
91 — Dairy Barn
92 — Floriculture (Greenhouse)
93 — Farm Machinery Building (Ag. Engr.)
94 — White Building (Animal Industries)
95 — Grounds Maintenance
96 — Jones Building (Nutritional Sciences)
97 — W. B. Young Building (College of Ag.)
98 — Rotolfo Hicks Building
99 — Hicks Hall
100 — Grange Hall
101 — Holcomb, Whitney & Sprague Halls
102 — Commissary Warehouse
103 — Honors House
104 — President's Residence
105 — Shippee Hall
106 — Bishop Continuing Education Center
107 — Buckley Hall
108 — Publications Building
109 — Movie Theatre
110 — Shopping Center
111 — Art Printshop/Art Design Center
112 — Biochemical Sciences Buildings
113 — Diagnostic Testing Labs/Biochemistry

42 — Accounting
97 — Agricultural Economics & Rural Sociology
92 — Agricultural Engineering
68 — Animal Genetics (Atwater Laboratory)
94 — Animal Industries
20/32 — Anthropology
6 — Art
112 — Biobehavioral Sciences
32/66 — Biological Sciences Group
42 — Business Environment & Policy
84 — Chemical Engineering
34 — Chemistry
48 — Civil Engineering
7 — Communication Sciences
41 — Curriculum & Instruction
31 — Design & Resource Management Program
2 — Dramatic Arts
37 — Economics
41 — Educational Administration
41 — Educational Psychology
41 — Educational Studies & Instructional Media
63 — Electrical Engineering & Computer Science
34 — English
42 — Finance
32 — Geography
32 — Geology & Geophysics
34 — Germanic & Slavic Languages
41 — Higher, Technical & Adult Education
40 — History
9 — Human Development & Family Relations Program
42 — Information Management
34 — Journalism
27 — Linguistics
42 — Management and Organization
42 — Marketing
89 — Mathematics
84 — Mechanical Engineering
62 — Metallurgy
3 — Music
86 — Nutritional Sciences
71 — Pathobiology
30 — Philosophy
61 — Physics
97 — Plant Science
27 — Political Science
36 — Psychology
97 — Renewable Natural Resources
24 — Romance & Classical Languages
97 — Rural Sociology
39 — Sociology
49 — Sport & Leisure Studies
69 — Statistics

BEST COPY AVAILABLE